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III. The modern house ; (1) the location. Study of soils and building sites. The situation and surroundings from the sanitary and æsthetic stand-points. (2) Domestic architecture. Study of styles of architecture as seen in the dwellings of Chicago. Drawing of house plans. Visits to houses in process of construction. (3) Sanitation : (a) disposal of household waste ; modern plumbing and its care ; the drainage system of Chicago ; (b) heating and lighting ; relative merits and costs of different systems ; applications of physics in steam and hot water heating ; electric light and gas meter ; (c) ventilation, its physics and physiology ; systems to be used in new building ; practical systems for the house ; (d) water supply ; study of the Chicago supply ; purification of water ; filtration, public and private ; the water meter. (4) Household art: The finishing, furnishing, and decoration of the house ; woods, their finishing and care ; principles of decoration.

PHYSICAL TRAINING.

CARL J. KROH.

REVIEW FOR THE WINTER QUARTER.

THE present gymnasium of the School of Education, although only a temporary arrangement, represents a handsome model-school affair. It is adapted to the needs of the classes from the kindergarten, the grades, and the pedagogic school. It is suitable for individual and corrective, as well as for class work. The completion of the equipment, early in January, greatly facilitated the work in physical training during the past quarter, having made possible an extension of opportunities for optional practice.

Hours for special practice were assigned the classes composed of the various grades. Those pupils who could not participate in this special practice availed themselves of the periods assigned for team plays. The pedagogic classes organized a special course in dancing calisthenics, supplementary to the regular work. The programs of the regular schedule hours of each class in systematic, free, and apparatus gymnastics, games, and plays, reinforced by the optional practice, were illustrated in the monthly summaries during the regular morning exercises before the whole school. Some thirty pupils received special attention in corrective gymnastics during eleven hours of the day.

Outdoor exercises, suggested, consisted of outings, quick marches, and moderately fast runs to the lake front, and back, the several groups of boys usually reporting their experiences to their classmates.

On one of these occasions the boys consented, upon suggestion, to secure some data with reference to individual physical conditions before and after exercise. The data thus secured was referred to the respective grade teachers.

Incidentally, the boys also declared themselves with reference to the games and plays they had preferred outdoors. The majority had played in the parks the games of "ice-hockey;" others had played "ice-tag." Quite a number of boys played "hare and hound," under the name of "skip," in the districts adjoining the school, using chalk-marks to indicate their courses. Two boys furnished quite a collection of winter games, clipped from the large city dailies. Another boy furnished a description of a game played by him in a school abroad.

A diagram of the plan of the buildings proposed for the Olympian games in 1904 suggested the character of the morning exercises in physical training for March. These exercises consisted of spear- and discus-throwing, also of various modes of "starts" for running and springing exercises, as class exercises. A number of drawings by pupils and students, representing the various action-forms, adorned the walls of the gymnasium on this occasion.

At present the boys of the grammar grades are designing and drawing plans for outdoor apparatus they would like to have for use during the spring and summer months. These plans include a scaling wall eight by ten feet, which is to be used also in playing hand-ball; jumping steps with jumping platforms, respectively, four, six, eight, and ten feet high; and two high posts with a cross-beam, eighteen feet high, for swinging ropes, to be placed about twelve to fifteen feet from the bottom of the jumping steps for "swing-jumping." Sand hills are to be formed around the scaling wall, on one side of the step-way, and at a distance from the swinging-rope. Pole vaulting apparatus and plans for high and broad jumping are also included. A stretch for quoit throwing and a space about one hundred feet square for games will be reserved.

The practical work of the pedagogic classes followed the outlines in the *COURSE OF STUDY*, Vol. I, No. 1.

The plan suggested at the beginning of the quarter, of referring topics relating to physical training to student committees for special study and report, was productive, in a number of instances, of good results. A few of the topics discussed and formulated for study and report were as follows:

In what way do gymnastics cultivate and assist the powers of alertness and attention? What is the evidence of a direct relation between gymnastic training and expression?

Memoranda (observation): Mental activity, judged through physical expression: in gymnastics? on the playground? In the class-room—reading writing, drawing, singing, sloyd? Characteristic postures and actions, apparent defects, temperament, etc.

Compare pupils who have had physical training throughout the fall and winter quarters with pupils who entered during the autumn quarter; also with pupils in home schools who have not had physical training. Note power of control in posture and action, co-ordinative power in gymnastics and in general. Give effects upon self of acquired physical control, as emphasized in carriage bearing, and ease of movements. Discuss purposive gymnastic training; the processes involved in such training? Order, design, effects of exercises; methods of development and direction of free gymnastics—presentation, commands, criticism of postures and actions.

The conscious effort in gymnastics—how best stimulated? Compare training with spontaneous and involuntary play action.

In your study of games and plays how would you differentiate and direct the spontaneous play desires under varying conditions? Is the organization and supervision of play periods advisable? Character of the short recess and the regular play period.

THE KINDERGARTEN.

ANNE ELIZABETH ALLEN.

OUTLINE FOR APRIL, MAY, AND JUNE.

AN occasional suggestion is all that is needed to keep the senses of the children alert to every sign of the approach of spring. The months spent indoors, under more or less artificial conditions, make the children eager for the new things outside.

We shall closely watch the changes in particular trees, shrubs, plants, and grass plots in our daily walks. Nature herself will dictate the order of our observations as she provides the procession of spring signs. Such seeds as the children may bring we shall plant in pots in the room until the weather permits planting in our school garden. Here we shall have vegetables of quick growth, and flowers to ornament the lawn.

In all excursions, and in the garden work, as much liberty will be given the children as possible. Before they leave the schoolroom their attention will be directed to some object for special observation, and they will be left to their own devices in looking for and reporting on this particular thing. If practicable, each child will be given a garden-plot of his own, where he may dig and plant at will. Experience has taught that a set bed and an exact way of planting destroys all the real pleasure a